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ABSTRACT

A study was conducted at Queensborough Community College (QCC) to identify the characteristics of students seeking to transfer from QCC before graduation. Beginning in February 1979, all students requesting that a QCC transcript be forwarded to another institution were required to complete a transfer request data form, indicating demographic information, enrollment status, graduation status, school(s) to which the transcript would be sent, reason for transferring, and changes at QCC that would discourage pre-graduation transfer. Additional information on students' credits earned, curricula, and grade point average (GPA) was provided by the registrar. Approximately 650 transfer forms were completed by QCC students as of May 1979. From these, 113 were selected to represent the population of non-graduate students seeking to transfer. Analysis of these forms indicated that: (1) 66% of the non-graduate transfers were full-time students; (2) their mean GPA was 2.4 for an average of 40 credits; (3) the largest group (48.7%) were liberal arts students; (4) 58.3% of the transfer applicants did not plan to graduate from QCC before transferring; (5) students with GPA's of 0 to .99 and 2.00 to 2.49 constituted a combined total of 40% of the non-graduate transfers; and (6) desire to attend a four-year institution and unavailability of desired curriculum at QCC were the most frequently cited reasons for transferring. Appendices include data on high school grades of QCC entrants for 1969 through 1979 and the transfer form. (KL)

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TRANSFER REQUESTS AT QUEENSBOROUGH COMMUNITY COLLEGE: AN ANALYSIS BY CURRICULUM, CREDITS AND GRADE POINT AVERAGE

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QUEENSBOROUGH COMMUNITY COLLEGE (QCC)
CITY UNIVERSITY OF NEW YORK

OFFICE OF TESTING AND INSTITUTIONAL RESEARCH

TRANSFER REQUESTS AT QUEENSBOROUGH COMMUNITY COLLEGE: AN ANALYSIS BY CURRICULUM, CREDITS AND GRADE POINT AVERAGE

It has been estimated that approximately four out of every ten students at QCC are actively seeking to transfer and complete their education elsewhere. The purpose of this study is to identify some of the academic attributes of these potential transfers in an effort to reduce this outward migration. Internal recruitment or the holding power by QCC of non-graduate students may very well be a viable and fruitful approach to maintain or increase enrollment. Freshman enrollment for the past ten years has been quite stable except for the large Freshman class in Fall '74. (See Appendix A)

Data Collection:

At the suggestion of the Ad Hoc Committee on Academic Programs, Policies and Objectives, all students requesting that a transcript of their record be forwarded to another school were required to fill out the "Transfer Request Data Form" designed by the Office of Testing in cooperation with the Committee and the Registrar. (See Appendix B) The Registrar's office completed the questionnaire by providing data on credits, quality points, GPA, the number of semesters at QCC, and graduation status.

Data collection using the new form became operational in February, 1979. As of May, 1979 approximately 650 Transfer Forms were completed. This study is based on a sample of the data reported in these forms.

The Sample:

A sample of 113 forms with complete data on graduation status was selected to represent the population of non-graduate QCC students requesting a transcript for transfer purposes. Students who already graduated from QCC were removed from this study.

The median age of the respondents was approximately 21 (mean=23) with equal proportions of males and females (50.3 and 49.7 percent respectively). Two-thirds were full-time students and the remainder part-time. The mean GPA for credits attempted toward a degree was 2.4 for an average of approximately 40 credits. The median number of semesters at QCC was 4.7.

The Analysis:

Table 1 presents a crosstabulation of credits earned toward a degree by curriculum.

It is apparent from Table 1 that most of the students who initiated the transfer procedure by filling out the request form were from the Liberal Arts curriculum (N=55: 48.7 percent). Combining the three Business career programs - BA, BM and BS - the next largest proportion was 18.6 percent (N=21). The Business Transfer program (BT) followed in magnitude with 8 percent (N=9). Within the LA curriculum - the greatest proportion of students fell in the 46-64 credit category with 34.5 percent and the 0-6 credit category (29.1 percent).

Table 1

QCC Non-Graduate Transfer Requests:
Curriculum by Credits Attempted Toward Degree

Curricula	Credits Attempted Toward a Degree (Percent of Row Total)					
	0-6	7-15	16-30	31-45	46-64	Total (% of 113)
BA	1 (14.3)	0	0	1 (14.3)	5 (71.4)	7 (6.2)
BM	0	0	1 (11.1)	6 (66.7)	2 (22.2)	9 (8.0)
BS	2 (40)	1 (20)	0	1 (20)	1 (20)	5 (4.4)
BT	2 (22.2)	2 (22.2)	3 (33.3)	1 (11.1)	1 (11.1)	9 (8.0)
CT	1 (50)	1 (50)	0	0	0	2 (1.8)
DP	1 (25)	0	0	1 (25)	2 (50)	4 (3.5)
DD	1 (50)	0	0	0	1 (50)	2 (1.8)
ET	1 (100)	0	0	0	0	1 (.9)
LA	16 (29.1)	3 (5.5)	7 (12.7)	10 (18.2)	19 (34.5)	55 (48.7)
LS	1 (25)	0	2 (50)	0	1 (25)	4 (3.5)
MT	2 (100)	0	0	0	0	2 (1.8)
ML	2 (33.3)	1 (16.7)	0	1 (16.7)	2 (33.3)	6 (5.3)
NS	1 (25)	1 (25)	0	0	2 (3.5)	4 (3.5)
PE	1 (33.3)	0	0	0	2 (66.7)	3 (2.7)
Total	32 (28.3)	9 (8.0)	13 (11.5)	21(18.6)	37 (32.7)	113 (100%)

In response to the question whether they plan to graduate from QCC, Table 2 indicates that 61.5 percent of the LA students responded negatively, with 23.9 percent for Business careers and 87.5 percent for Business transfers. Combining all curricula, 58 percent of the respondents indicated that they do not plan to graduate from QCC.

Table 2

Transfer Applicants Responses to the
Query "Do you plan to graduate from QCC?"

Curriculum	Yes	No	Total (% of 113)
BA	5 (71.4)	2 (28.6)	7 (6.5)
BM	9 (100)	0	9 (8.3)
BS	2 (40)	3 (60)	5 (4.6)
BT	1 (12.5)	7 (87.5)	8 (7.4)
CT	0	2 (100)	2 (1.9)
DP	1 (25)	3 (75)	4 (3.7)
DD	1 (50)	1 (50)	2 (1.9)
ET	0	1 (100)	1 (.9)
LA	20 (38.5)	32 (61.5)	52 (48.1)
LS	1 (25)	3 (75)	4 (3.7)
MT	0	2 (100)	2 (1.9)
ML	1 (20)	4 (80)	5 (4.6)
NS	2 (50)	2 (50)	4 (3.7)
PE	2 (66.7)	1 (33.3)	3 (2.8)
Total	45 (41.7)	63 (58.3)	108 (100%)

Table 3 shows a comparison by curriculum and grade point average toward a degree. Focusing on the Business career curricula it appears that students requesting transfers are about equally divided among the GPA categories with the exception of zeroes in the 1 to 1.49 and 1.5 to 1.74 categories. The highest proportion of BT students falls in the 1.75 to 1.99 GPA category (44.4 percent). The highest proportion among potential LA transfers falls in the 0 to .99, the 2 to 2.49 and 3 to 3.4 GPA categories with 21.8 percent, 25.5 percent and 16.4 percent respectively.

TABLE 3

QCC Non-Graduate Transfer Requests:
Curriculum by Grade Point Average

	G P A								
CURRICULA	0 to .99	1 to 1.49	1.5 to 1.74	1.75 to 1.99	2 to 2.49	2.5 to 2.9	3 to 3.4	3.5 to 4	TOTAL (% of 113)
BA	0	0	0	0	1 (14.3)	1 (14.3)	3 (42.9)	2 (28.6)	7 (6.2)
BM	0	0	0	3 (33.3)	3 (33.3)	1 (11.1)	1 (11.1)	1 (11.1)	9 (7.1)
BS	2 (40)	0	0	0	0	2 (40)	0	1 (20)	5 (4.4)
BT	0	2 (22.2)	0	4 (44.4)	2 (22.2)	1 (11.1)	0	0	9 (8.0)
CT	1 (50)	0	1 (50)	0	0	0	0	0	2 (1.8)
DP	1 (25)	0	0	1 (25)	1 (25)	0	0	1 (25)	4 (3.5)
DD	0	0	0	0	1 (50)	0	1 (50)	0	2 (1.8)
ET	1 (100)	0	0	0	0	0	0	0	1 (.9)
LA	12 (21.8)	1 (1.8)	3 (5.5)	7 (12.7)	14 (25.5)	5 (9.1)	9 (16.4)	4 (7.2)	55 (48.7)
LS	1 (25)	0	0	0	1 (25)	1 (25)	1 (25)	0	4 (3.5)
MT	2 (100)	0	0	0	0	0	0	0	2 (1.8)
ML	2 (33.3)	1 (16.7)	0	0	0	0	0	0	3 (5.3)
NS	1 (25)	0	0	0	0	0	1 (25)	2 (50)	4 (3.5)
PE	0	0	0	1 (33.3)	0	1 (33.3)	0	1 (33.3)	3 (2.7)
TOTAL (% of 113)	23 (20.4)	4 (3.5)	4 (3.5)	18 (15.9)	23 (20.4)	12 (10.6)	17 (15)	12 (10.6)	113 (100%)

In response to the question, "please indicate your reasons for transferring from QCC - in order of importance", the following general reasons were given:

REASON	N	%
1. Desire to attend a 4 year institution to earn a baccalaureate.	37	48
2. QCC does not have the curriculum they are interested in.	27	35
3. Transportation problems.	7	9
4. For a different atmosphere.	6	8
TOTAL:	77	100 %

The first-choice local schools the transfer applicants plan to attend are as follows:

SCHOOL	N	%
QUEENS	44	40
BARUCH	21	19.1
HUNTER	8	7.3
LaGUARDIA	8	7.3
NYCCC	7	6.3
YORK	5	4.5
CCNY	3	2.7
LEHMAN	3	2.7
MANHATTAN C.C.	3	2.7
BROOKLYN	2	1.8

SCHOOL	N	%
ST. JOHNS	2	1.8
ADELPHI	2	1.8
N. Y. CHIROPRACTIC	2	1.8
TOTAL:	110	100%

In response to the question, "What change(s) at QCC would have kept you from transferring to another school?", the transfer applicants responded with the following:

Desired Changes		N	%
1) Make QCC a 4 year school		27	45.8
2) None		9	15.3
3) If QCC offered (more) courses in:			
Veterinary Science	(1)		
Film and TV	(1)		
Political Science	(1)		
Architecture	(1)		
Criminal Justice	(1)		
Art	(1)		
Child Care	(1)		
English	(1)		
History	(1)		
Other	(6)		
		15	25.4
4) Better transportation to QCC		3	5
5) Dormitories		2	3.4
6) Better student and faculty attitudes		1	1.7
7) An adult atmosphere		1	1.7
8) More lenient academic retention standards		1	1.7
Total		59	100%

DISCUSSION:

An analysis of data from the 'Transfer Request Data Form' indicates that LA students are most likely to initiate a transfer procedure in about their fourth or fifth semester of attendance at QCC with an average GPA of 2.4.

It does seem that if an effort is made to convince students of the efficacy of a QCC degree, it should begin with LA students. With about 60 percent of the transfer applicants indicating that they do not plan to graduate from QCC, the outcome of a special advisement program may be rewarding.

FURTHER STUDIES:

The sample of Spring '79 transfer applicants in this study may not be representative of all applicants. Further longitudinal studies with a larger sample should be conducted to validate the results of the present report.

A survey of QCC graduates of the class of 1979, currently in process, will tap the rationale of students who chose to complete their studies at QCC.

If a treatment is implemented to reduce the number of QCC students transferring to other schools, monitoring the academic attributes of transfer applicants becomes important for evaluative purposes.

APPENDIX A

QUEENSBOROUGH COMMUNITY COLLEGE

OFFICE OF TESTING AND INSTITUTIONAL RESEARCH

A LONGITUDINAL COMPARISON OF FREQUENCY AND PERCENTAGE OF ENROLLED FRESHMEN 1969-1979
DAY AND EVENING DIVISIONS COMBINED BY HIGH SCHOOL AVERAGE CATEGORY AND SEMESTER OF ADMISSION
AT QUEENSBOROUGH COMMUNITY COLLEGE

	HIGH SCHOOL AVERAGE CATEGORY						
	(1)[a]	(2)[b]	(3)[c]	(4)	(5)	(6)	(7)
	80% & Above	75-79.9%	75% & Above (Regular)	70-74.9% (Level A)	Below 70% (Level B)	Unknown or Inapplicable	Total: 100%
Semester							
Spring'69	50(20.7)	103(42.7)	153(63.5)	81(33.6)	7 (2.9)	0	241
Fall '69	786(29.3)	1416(52.9)	2202(82.2)	473(17.7)	4 (0.1)	0	2679
Spring'70	*	*	*	*	*	*	*
Fall '70	*	*	1083(36.0)	1037(34.5)	888 (29.5)	0	3008
Spring'71	*	*	128(25.2)	179(35.3)	200 (39.4)	0	507
Fall '71	*	*	1195(41.2)	997(34.4)	695 (24.0)	11(0.3)	2898
Spring'72	*	*	139(19.9)	156(22.3)	404 (57.8)	0	699
Fall '72	*	*	1226(38.2)	922(38.7)	954 (29.7)	108(3.4)	3210
Spring'73	*	*	313(32.6)	267(27.8)	381 (39.6)	0	961
Fall '73	583(19.3)	768(25.5)	1351(44.7)	893(29.6)	658 (21.8)	119(3.9)	3021
Spring'74	195(20.1)	220(22.7)	415(42.8)	235(24.2)	317 (32.7)	3(0.3)	970
Fall '74	615(16.0)	796(20.8)	1411(36.8)	1141(29.8)	1233 (32.2)	49(1.3)	3834
Spring'75	312(35.5)	337(38.3)	649(73.8)	170(19.3)	57 (6.5)	4(0.5)	880
Fall '75	565(20.2)	768(27.4)	1333(47.6)	900(32.2)	563 (20.1)	2(0.0)	2798
Spring'76	193(14.3)	226(16.7)	419(31.0)	341(25.2)	585 (43.2)	8(0.6)	1353
Fall '76	544(17.2)	925(29.3)	1469(46.6)	1084(34.4)	516 (16.4)	85(2.7)	3154
Spring'77	131(13.6)	242(25.1)	373(38.7)	337(35.0)	247 (25.6)	6(0.6)	963
Fall '77	367(13.0)	762(27.0)	1129(40.0)	1019(36.1)	662 (23.4)	16(0.6)	2826
Spring'78	100(12.3)	159(19.5)	259(31.8)	297(36.4)	247 (30.3)	12(1.5)	815
Fall '78	343(11.7)	723(24.7)	1066(36.3)	1053(35.9)	719 (24.5)	95(3.2)	2933
Spring'79	97(11.1)	164(18.7)	261(29.8)	288(32.9)	230 (26.3)	97(11.1)	876

* Not Available

a 80% and above category not reported until Fall '73

b 75-79.9% category not reported until Fall '73

c 75% and above category no longer reported in Form A. Column (3)=sum of columns (1) and (2).

APPENDIX B

QUEENSBOROUGH COMMUNITY COLLEGE
OF THE CITY UNIVERSITY OF NEW YORK

OFFICE OF TESTING AND INSTITUTIONAL RESEARCH

TRANSFER REQUEST DATA FORM

NAME _____ SOCIAL SECURITY NO. _____
Last First (1-9)

AGE _____ SEX _____ CURRICULUM (Major) _____ DATE ___/___
(10-11) (12) (13-14) Month/Year (15-18)

STATUS: [ ] Full-time student (currently registered for 12 or more credits or hours)
[ ] Part-time student (currently registered for less than 12 credits or hours)
[ ] Currently not in attendance (19)

SESSION: [ ] Day [ ] Evening (20)

Did you graduate from QCC? [ ] Yes [ ] No (21)

Do you plan to graduate from QCC? [ ] Yes [ ] No (22)

If 'Yes', expected date of graduation: _____
Month Year

* QCC GRADUATES OR EXPECTED GRADUATES SHOULD ANSWER ONLY QUESTION ONE

* 1. School(s) you are applying to: Please list in order of preference:

A. _____ (23-25)

B. _____ (26-28)

C. _____ (29-31)

2. Please indicate your reason(s) for transferring from QCC--in order of importance:

A. _____ (32-33)

B. _____ (34-35)

C. _____ (36-37)

3. What change(s) at QCC would have kept you from transferring to another school?

A. _____ (38-39)

B. _____ (40-41)

C. _____ (42-43)

:PLEASE DO NOT WRITE BELOW THIS LINE:

For Registrar Only: (Please use Transcript as Source Document)

	Credits or Equated Credits Attempted	Credits Attempted Toward Degree	Degree Credits Satisfactorily Completed (68-70)
CR	(44-46)	(56-58)	Date of Matriculation: (72-77)
OP	(48-50)	(60-62)	No. of Semesters at QCC: (78)
GPA	(52-54)	(64-66)	QCC Graduate? [ ] Yes [ ] No (79)

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